

AMERICAN EDUCATIONAL MONTHLY.

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CONFERRABLE OR CONFERABLE.

IN the great Spelling-Match between fifty *typos* and the same number of scholars from the Grammar and High Schools of Boston, recently held at Music Hall, when the contest had narrowed down to one on each side, the *typo* was vanquished by the word *conferrable*, which he spelled with an *i* instead of an *a*. Reading this in the morning paper recalled to me that I have been wanting to say something, through your magazine, about this small class of words.

The dictionaries give us adjectives in *ble* from *prefer*, *confer*, *infer*, and *refer*. Each of these verbs has its last syllable the same and from the same Latin word; the accent of each word is on the last syllable, and the adjectives formed from these words are properly defined by a similar use of each verb—*inferable*, *that may be inferred*; *conferable*, *that may be conferred*, etc.

One would suppose that, with all this sameness, we should find a sameness of ending in the derived words, and especially that Webster, who changed *axe* to *ax* and *height* to *hight*, would spell these adjectives analogically and consistently; but what do the ponderous quartos of Worcester and Webster say? Both spell these words in this way: *Conferrable*, *preferable*,

inferrible or *inferable*, *referrible* or *referable*. Now here is an instance in which it is the province of a lexicographer to be guided by analogy; it is the duty of his office to determine and to make more conspicuous the preferable spelling. If there are Latin adjectives in *-ibilis* or *-abilis*, the English form would be determined by its corresponding Latin form; but as to these words we believe there are none. As to the spelling of *preferable*, which of all these words is in most general use, there can be no question. It is well established. *Conferrable* is a word seldom employed. It was found by Worcester in the *Edinburgh Review*, and was inserted by him in his quarto of 1860. In 1864 the editors of Webster's came upon it in Worcester's, cribbed it, spelling and all (as they cribbed from that work many more valuable things) and inserted it in their book, without any acknowledgment either to Worcester or the *Edinburgh Review*. Indeed, we wonder that they considered it worthy of being cribbed. The *Edinburgh Review* certainly is not sufficient authority for the orthography of a new word. *Conferable* is in analogy with *preferable* and *transferable*, and for this reason we consider this spelling much to be preferred. Whether the accent be on the first or the second syllable is of no weight in determining the spelling, as *inferable* and *transferable* are accented on the second—as is *conferable*. If the word should come into very common use the accent would be likely to settle upon the first syllable. It seems to us that *inferable* and *referable* are much better than *inferrible* and *referrible*. They are words of a later formation in which *a* is used rather than *i*; and, besides other reasons, there are the well authorized forms *preferable* and *transferable*. Let us preserve the analogy when we can better that not, when we can as well as not.

There is in the English dictionaries, so far as I know, no adjective formed from the verb *defer*. There could be such a word formed, and, indeed, it might be useful. For instance, one might say, "I intended to send you some remarks on an erroneous statement in Webster's Dictionary about the phrases *differ from* and *differ with*, but that is *deferable*." If any lexicographer takes this word (and it is as good as *conferable* or *conferrable*) and gives the AMERICAN EDUCATIONAL MONTHLY as the authority, he is bound in honor to spell it

with one *r* and an *a*. However the dictionaries may vary, we shall spell all words of this particular class according to the well authorized spelling of *preferable*. L. J. C.

SENDING TEACHERS ABROAD.

IT is becoming quite the thing for church bodies to send their ministers abroad for a few months to recuperate their exhausted energies and to obtain fresh storehouses of knowledge from which to draw material for their Sunday sermons. The idea is certainly as sensible as it is generous, and we trust that pastors will soon come to regard it as a matter of course that they are to have a European vacation occasionally, and expenses paid by their congregations.

But for every argument advanced for sending a preacher abroad two can be presented why the teacher should be given an occasional transatlantic trip. We will cite a few of them.

1st. There is no class of intellectual laborers who are so overworked and underpaid as educators. They do more for less money than ministers even. If faithful to their duties, their labors are never ended, for out of school hours they are studying and otherwise preparing themselves for school duties. Their pupils are constantly on their minds, and they are constantly devising plans and schemes for their progress and improvement. In return for all this outlay of mental and physical capital and energies, they receive, with few exceptions, the remuneration which is paid to the artisan or the ordinary accountant. If they are paid more than this they are fortunate.

2d. Teachers have as much, if not more, to do in giving bent to the inclinations and tastes, and molding the minds of children than parents even. The character of the teacher determines to a great extent the character of the scholar. Such being the case, parents are vitally interested in having live, wide-awake teachers, those with new ideas, and plenty of them. Nothing does more to multiply and enlarge one's ideas than travel. Give your teachers an opportunity to see other peoples and other lands and the effect will at once be seen in the enlarged intelligence of your children. It will pay to send them abroad.

3d. The profession of teaching is now so illy remunerated that it is with difficulty that superior abilities can long be retained in it. Young men and young women, as a general thing, leave it as soon as they can better themselves, using it as a stepping-stone to something else. This is all wrong. Parents are interested in making the occupation of teaching so attractive that it will not only draw but retain the best class of talent. Let it come to be the custom to send our teachers abroad along with our preachers, and a decided step will have been taken in this direction.

European tours are now so well organized that they can be made for a comparatively small outlay of time and money. Again we say, give the teachers a chance.



CLASS REMINISCENCES.

EVERY alumnus derives pleasure from watching the career of his classmates, and no publication is more welcome to him than the annual class record. He is interested in learning how one has achieved professional reputation, and another has acquired wealth, with which he can do good and confer blessings. He hears with satisfaction how this one, who, in college, had little or no standing, has been eminently successful, and with regret, that another, who gave great promise, has accomplished little or nothing in life. Perhaps one of the most famous classes ever graduated from an American college was that of 1825, at Bowdoin. Rev. John S. C. Abbott, one of its members, indulges in the following reminiscences:

Your note has caused a flood of pensive memories to roll over me. George Cheever and I learned our alphabet together; Longfellow and I were classmates in school, fitting for college; Hawthorne is painted upon my mind's eye, as, silent, solitary, with melancholy mien, he walked the college grounds; Jonathan Cilley, who might have been one of the greatest men in the nation, but who was early shot by Graves in a duel, at Washington, rises sadly before me. In the preceding class was Frank Pierce, with whom I have had many a tussle to see which should throw the other on the

bed. Socially, he was one of the most lovable of men, and his wife, Jane Appleton, the friend of my childhood, was certainly one of the most beautiful and accomplished of women. "Frank" and I took different sides in the tremendous struggle between freedom and slavery. I can never think of his political course without sadness, and, in thinking of him, have often repeated the rather sentimental words :

"When cold in the earth lies the friend thou hast loved,
Be his faults and his follies forgot by thee then,
Or, if from their slumber the veil be removed,
Weep o'er them in silence and close it again."

Pitt Fessenden, a ruddy boy of seventeen, was admitted by all to be the "smartest" little fellow in his class. Calvin Stowe was the wit. You could generally tell where he was by the roars of laughter. John P. Hale, in a lower class, was an incessant joker. His fund of humor was exhaustless. He had ability to make a first-rate scholar, but his genius led him in other directions. S. S. Prentiss, or "little Prentiss," as we always called him, was a mere boy in college; but he was then brilliant, chivalric, and the soul of honor. No one who knew him could be surprised at the brilliant career which opened before him.



MORE VENTILATION.

SCHOOL officers cannot have their attention directed too frequently to the importance of well-ventilated school-buildings and school-rooms. We believe that the foundation of more than one-half the diseases from which mankind suffer is laid in badly-ventilated school apartments, into which juveniles of all ages are indiscriminately huddled. It is of the first importance that the sanitary condition of school children be looked after. Then their intellectual wants can be attended to afterward. A writer in the *Springfield Republican* makes some striking observations regarding the school-houses of New England, which apply with equal force to those through the country generally. Nine-tenths of these New England school-houses, he writes, consist of "one smallish room," with two win-

dows on each of three sides; on the other side an outside door; near the door a big cast-iron box stove, a regular wood-eater; back of the stove, in the corner, the teacher's desk, which, when the stove is red-hot—as it has to be to keep the frigid zone of the back seats at anything like habitable warmth—is like a furnace. The hard benches and inconvenient desks take up two-thirds of the room opposite the door. The back seats, which are occupied by the older pupils, are built against the wall. Just imagine a delicate girl of twelve or fourteen sitting through a New England winter with her back leaning against the cold, frosty dampness of a plastered wall, or worse, against a window through whose numerous cracks and crevices the cold air is pouring upon her unprotected head and neck. She goes on the floor to her classes, gets heated from the stove, returns to her seat to cool off, day after day, until illness keeps her at home; at the close of the term and for years, probably, she is a fit subject for the writers on “Sex in Education” to theorize upon. Driven from the desk by the heat, the teacher stays on the floor from necessity, and when so warm that it is no longer endurable lets down a window, which exposes some of the scholars to a draught, or opens the door, thereby freezing the feet of others. We say freezing advisedly, having known of instances where heels and toes have been frozen sitting in a Massachusetts school-room. In one instance, during the present winter, a visitor entered a school-room to find the stove red-hot, the air all consumed, every scholar but one lying down, and the teacher pale and almost breathless. A week later, the teacher and several of the pupils were ill of fevers. Nearly every day we see accounts of schools broken up by the illness of teacher or pupils; and if we look to the real root of the matter we shall find that two-thirds of the prevailing influenzas, colds, and inflamed throats are contracted in our ill-ventilated, ill-arranged school-houses. Something has got to be done about it, or there will be no children and young people left to theorize upon.

A few days since a semi-official statement appeared to the effect that a considerable majority of the school edifices and school-rooms in New York City were so badly ventilated as to endanger the health of the pupils. Who will be the first to move in the matter?

EDUCATIONAL PROGRESS IN JAPAN.

PRIOR to 1872 instruction was imparted in Japan, as among the ancient Greeks, by men of learning to their individual followers. In that year, however, the government made provision for the establishing of five thousand schools throughout the empire. In a comparatively brief time three thousand six hundred and thirty public schools were in successful operation. During 1874 four new Normal schools were established, making six in all. The graduates from them are employed to train other teachers. Schools for instruction in foreign languages were also established at Nugata, Osaka, Nagasaki, Miyagi, Hiroshima, Nagoya, and Yeddo.

The Imperial College of Engineering, founded at Tokei or Yeddo in 1872, has attained to a very flourishing condition; applicants for admission have to undergo a rigorous examination, and the course of study extends over a period of six years. The examination is conducted in English, and embraces, in addition to arithmetic and geography, such subjects as elementary geometry, algebra, and rudimentary physics. Schools for the army and navy, and for teaching the arts and various trades, all founded since 1872, are in a prosperous condition.

The study of medicine has received a special impetus. The medical college at Yeddo has been attended with special success. Hospitals, with medical classes attached, have been organized at different points under competent medical men, and the government is now taking measures to institute a systematic inspection of medicine.

Elementary text-books are being prepared by the Bureau of Translation, and several have been completed and introduced with good effect. Particular attention is given to the education of girls, and in many schools they exceed the number of boys. They are taught the elementary branches, and likewise to sew, embroider, cook, and perform other domestic duties. In all the public schools the boys are instructed in reading, writing, arithmetic, and in a history of their own country. In many of the schools, we are sorry to say, boys are still required to post themselves in the mysteries of the *hari-kari*,

which, translated, means "the happy dispatch." A recent writer gives the following description of this terrible practice or custom, which will, perhaps, be new to some of our more youthful readers: "The *hari-kari* is a suicide committed in the most cruel way by making an incision in the stomach with a dirk, which is drawn lengthwise, and again across, until the victim is disemboweled. The code of honor among the Japanese renders it imperative in a well-born man not to outlive an insult received or a crime committed, and in either case the *hari-kari* is the only resource. Little boys are taught when they are very young how to perform the operation upon themselves skillfully by constantly exercising in making accurate passes with the sword; they are likewise instructed to understand the circumstances which oblige a gentleman to submit to this honorable death, or 'happy dispatch,' as they call it. A Japanese always wears two swords; one to defend himself against an enemy, and the dirk, or short sword, for *hari-kari*, should occasion demand. When boys are four years old they are invested with two sham swords, one long, the other the short and terribly prophetic dirk; so that from their infancy they are accustomed to the thought of this death which may one day be theirs, and doubtless this familiarity robs it of many of the terrors with which we regard it. One would suppose that such tuition would cast a shadow over a boy's life, and that he could not be light-hearted and gay as our school-boys. But this is far from true."

The rapid educational progress which Japan is now making gives us assurance to believe that in three or four years, at the longest, this species of suicide will be discontinued. The horrible practice must give way before advancing civilization.

CONFUCIUS wrote, over two thousand years ago: "A youth, when at home, should be filial, and abroad, respectful to his elders. He should be earnest and truthful. He should overflow in love to all, and cultivate the friendship of the good. When he has time and opportunity, after the performance of these things, he should employ them in polite studies."

A NEGLECTED BRANCH OF EDUCATION.

IN the MONTHLY for March we briefly reviewed a striking paper on "Errors in Education" by Professor Thompson, of the University of Pennsylvania. The *Penn Monthly* contains a second contribution from the same person regarding a neglected branch of education, which is fully as fresh and suggestive as the first. He begins by asserting that one main object in teaching should be to fit youths to "take their place in the body politic." So far from this being the case, however, he complains that "the formation of the character of the young, the development in them of the love of righteousness and the consent to just law, order, and authority, is only a very subordinate and merely incidental part of the training attempted in our public school systems to-day." If any ordinary branch of education, say arithmetic, were totally neglected in our schools, there would be a loud and general outcry from all quarters. Were directors and parents indifferent, the very teachers would make themselves heard in advocacy of the teaching of any subject that the nature of the case clearly calls for. Yet here is a line of teaching which concerns matters of more importance to society than all the ordinary branches of knowledge put together, and it is silently allowed to occupy the very lowest place in the list and have no formal provision made for it, and nothing attempted but incidental teaching, which is introduced or omitted at the pleasure of the instructor.

All this, Professor Thompson argues, is wrong; and so long as the State does not compel attention to the subject it behooves the educators themselves to enter upon the work. What statesmen do, in the larger sphere, teachers can and should accomplish in the smaller. The true text-books for this line of teaching are, he argues, the examples of just men. He strongly recommends Plutarch's Lives. The reader drinks in unconsciously the heroic and patriotic spirit, the valor, the manliness of the great men of the past, and without an effort understands what gave vitality and strength to the old commonwealths. This man, who had no country, no freedom, no national hopes, has managed with the greatness of genius to put himself in the place of Greeks and Romans who had lived for those things, and to give us such pictures of

Roman and Greek virtues as will never lose their freshness and their charm of *vraisemblance*. Along with Plutarch, continues the writer, there should be studied and read in our schools some similar body of biographies of the great and good men of the modern world, written with the same breadth of sympathy and love of all things excellent and of good report. We have an abundance of material for such a work—a multitude of books out of which it might be compiled and condensed. The value of the Old Testament for such instruction is forcibly presented. In it we have a text-book which is at once more effective, more attractive in style, more popular, and more profound, and yet excellently simple and forcible in its presentation of the facts and principles that this education aims to give, than any ancient Plutarch ever was, or than any modern Plutarch is likely to be.

Next to the Old Testament itself, the best teacher of national morality would be, says Professor Thompson, a history of our own nation written on the same principles, and with the same simplicity. It would be simple, direct, and natural as the Bible itself. It would start from the assumption of a national vocation, and show how the ends that men had rough hewn were shaped by an overruling Providence. It would single out for praise and admiration the just men who had sacrificed themselves in many ways for their country, and yet would not be blind to the faults that stood in the way of their serving their country perfectly. It will hardly be claimed, says Professor Thompson, that our present school histories are written on any such principle, or aim at giving any such lessons. The New Testament is next in order cited as an appropriate book to be used in schools for teaching morality. In conclusion, the writer says, the discipline of the school-room should be a part of this education in the formation of character. It should be arranged by distinctly enunciated laws, that the child may feel that it is not ruled by the caprice of the teacher, and those laws should be enforced with at once the severity of the Old Testament and the tenderness of the Gospel. It should be felt and understood that every violation will bring its punishment, with the unerring uniformity of a law of nature itself, but at the same time punishment and passion should be kept utterly apart.

A REVIEWER REVIEWED.

The *Nation* newspaper is conducted with marked ability. We believe it aims at fairness and impartiality, though sometimes peppery and often censorious, after the manner of modern journalism.

The most conscientious, carefully edited newspaper, however, cannot always avoid being imposed upon, and imposition is, perhaps, most apt to be practiced in the very field which the *Nation* makes a specialty. We allude to book reviewing.

One reviewer supposes that his own erudition will be measured by the amount of abuse heaped upon the volume he is treating. A second is goaded by professional jealousy or envy, and improves the opportunity to stab some author who has gone forward in the world, while he has gone backward. A third has perhaps been offended because his begging request for a new book has not been complied with; he borrows a copy and endeavors to punish the publisher over the author's shoulders. Such instances are by no means rare. A fourth, troubled with chronic impecuniosity, borrows money of a publisher on his literary claims and pretensions, and in response to repeated demands for its return, assails his benefactor's publications from behind the cover of some journal to which he has contrived to obtain access. A noted case of this character now occurs to us.

To one of the above classes belongs the individual who prepared for the *Nation* the "review" of Professor Sprague's "Masterpieces in English Literature." He reveals in one word his malice and ignorance when he pronounces a work "scandalous" which is most warmly indorsed by the leading journals and by such eminent authorities as college Presidents Noah Porter, Andrew D. White, W. H. Campbell, D. C. Gilman, James B. Angell, E. O. Haven, and M. B. Anderson; English Literature Professors Moses Coit Tyler, T. S. Doolittle, E. D. Sanborn, Ezra Brainerd, Wm. Preston Johnson, Joseph H. Gilmore, George A. Bacon, F. A. March, and many others equally well known, whose commendatory letters are filed for reference at the publishers' office. That the screed should have gained admittance to our cotemporary's columns we are not so much surprised, because the Editor is liable to mistake his man or to give out work from pure charity, to stop the mouth of some clamorous applicant for bread money.

We are surprised, however, that the *Nation* should have refused Professor Sprague an opportunity to tear off the mask of his assailant. We can understand how a journal should be unwilling to open its columns to endless discussion. We cannot understand how a journal which aims to be, and claims to be fair, should, from feelings of pride, be unwilling to acknowledge error, when pointed out—unwilling to permit so palpable an injustice as that committed upon Prof. Sprague to be rectified.

Sooner or later the *Nation* will, we are confident, confess to its mistake in this matter, and agree with us that "a lie well stuck to is" not "better than the truth."

Meanwhile we open our pages to Professor Sprague's rejected rejoinder, and leave the reader to determine whether, with his barbed pen, he has impaled his traducer and established his right to be heard in the *Nation's* columns.

To the Editor of the Nation:

THE unfriendly criticism of my book, "Masterpieces in English Literature," in last week's *Nation*, if it had appeared in a periodical less influential, might well have been disre-

garded as standing quite alone and in opposition to a multitude of warm commendations by competent judges, including presidents of leading universities and colleges, and distinguished professors of *belles-lettres*.

Your critic admits at the outset that "the selections are excellent." Inasmuch as these comprise more than five sixths of the work, he ought to be able to assign cogent reasons for his concluding assertion that "the book may fairly be called scandalous."

His first charge is that "it is characterized by unusual pretension—by large promises, and a small performance." What are those promises? He quotes from the Preface: "The object is primarily and chiefly to present for study the master-pieces in English literature; but incidentally the attempt is made to show something of the philosophy and development of the English language, and to awaken an interest in its critical study." In admitting that "the selections are excellent," he concedes that the primary and chief promise has been well performed. In regard to the attempt incidentally made "to show something of the development," etc., he says that this attempt "constitutes a very prominent feature of the performance, more prominent even than in many text-books that might be named, in which the development of the language and its critical study are a *leading* object." By his own admission, then, the promises are abundantly fulfilled.

Shutting his eyes to my leading purpose, he next imputes to me an idea which I never entertained, and which he proceeds to ridicule. In the Preface, as already quoted, it is said that the attempt is made incidentally "to awaken an interest in the critical study" of the language. In pursuance of this object, and with the wants of the class-room in view, attention is called in the book to the genealogy of the language, to the significance of elementary sounds, to curious etymologies, to the laws of consonant changes, to the progressive simplification of forms, etc., and exercises are given in equivalent expressions, word-analysis, synonymes, sentence-analysis, etc. Ignoring these attempts to awaken interest, the reviewer asserts, "But the editor's idea of what constitutes a critical study of the language, as shown in his treatment of Chaucer, is open to considerable objection." It is hardly necessary to disclaim the

idea thus absurdly imputed to me, or to say that censure for its non-fulfillment is not fair criticism. He urges that by modernizing the spelling I have rendered the selection from Chaucer philologically worthless. The answer is easy.

1. The leading purpose being to exhibit literature rather than etymology, it seemed expedient to remove the foreign and repulsive look of the antiquated orthography, wherever it could be done without any change in the sound of the word. The rule which governed in this matter is thus stated by Archbishop Trench: "In the reprinting of old books, it is often difficult to determine how far the old shape in which the words present themselves should be retained, how far they should be conformed to present usage. It is comparatively easy to lay down as a rule that, in books intended for popular use, whenever the form of the word is not affected by the modernizing of the spelling, as where this modernizing consists merely in the dropping of superfluous letters, there it shall take place: as who would wish our Bibles to be printed letter for letter after the edition of 1611? or Shakespeare with the orthography of the first folio? But whenever more than the spelling, the actual shape, outline, and character of the word has been affected by the changes which it has undergone, that in all such cases the earlier form shall be held fast. There can be little question of the justice of such a rule as this." ("English Past and Present.")

So Professor Craik in his "English of Shakespeare," although his sole object, as he himself declares, is to expound the play of "Julius Cæsar" *philologically*, says: "The spelling has been reduced to the modern standard. The original spelling is certainly no part of the composition. There is no reason to believe it is Shakespeare's own spelling. In all probability it is merely that of the person who set up the types."

2. A grave difficulty presents itself at the threshold of any attempt to show the archaic orthography: there is no uniformity among the old manuscripts. For example, in the six MSS. published in parallel columns by the Chaucer Society, the word "marquis" in this tale of Patient Griselda is spelled "markys," "markis," "marquys," "marquis," "markes." The following line taken at random, the first of stanza 121 of this selection, is a fair illustration:

The Ellesmere MS. has, "The folk hire folwe wepynge in hir weye";

The Hengwrt MS., "The folk hir folwen wepynge in hir weye";

The Cambridge MS., "The folk hyre folwyn wepynge in hir weye";

The Corpus MS., "The folk hir folwen weping in hir wey";

The Petworth MS., The folk followed weping in hir way";

The Landsdowne MS., "The folke hire folowen wepein in hir weie."

"It is not uncommon," says Richard Grant White, "to hear true lovers of Shakespeare, men of intelligence and no little acquaintance with literature, remark with gravity that it is dangerous to disturb the text. *The text! what text?* . . . The old priest of whom Camden tells us, who read *Mumpsimus Domine*, rejected the proposal to read *Sumpsimus* etc., because he 'had used *Mumpsimus* thirty years, and would not leave his old *Mumpsimus* for their new *Sumpsimus*!'" (Preface to Shakespeare's Works, vol. I., pp. 10, 11.)

3. Does any one still insist on some form of obsolete spelling? Let him be comforted. In more than five hundred words in this selection from Chaucer I have given an archaic orthography following the Harleian MS. 7,334, which was probably written within a quarter of a century after Chaucer's death. In hundreds of cases throughout the book, I have shown not only the obsolete orthography, but also the kindred forms in the Anglo-Saxon, Greek, Latin, French, German, etc., and have often called attention to the laws which control the changes, and to the tendencies of the language. Much etymological and historical work of this sort is assigned to the student, but the *Nation's* critic has conveniently ignored it all.

My treatment of Shakespeare is next considered. In the seventy-five pages devoted to this author, the critic finds about half a dozen sentences that displease him. He says, "Our author's treatment of Shakespeare is characterized not only by his usual pretentiousness [sic], but by a flippancy as out of place as it is intolerable." This is a pretty serious charge against me personally, although the offense, if it exist at all, being confined to a few sentences, could not materially impair the value of the book. To establish the fact of my "pretentiousness," he cites the following passage from the sketch of Shake-

spere's life, inserting quotation marks so as to make it appear as if the sentences were not connected, and italicizing certain words as if I were giving the thoughts undue prominence: "I recognize in Shakespeare, as in most men of the highest genius, a singular force and intensity. More than any other writer, he loads words with meaning till they sink under the weight; vivifies nouns into verbs; injects his fiery emotion, incapable of cooling, through the rifts of granitic thought; vitalizes and incarnates the shadows of fiction till no historic characters seem so real."*

* For the benefit of this would-be critic, I will briefly analyze this passage which he evidently takes to be nonsense. The first sentence specifies "force and intensity" as elements in genius. E. P. Whipple, in concluding his brilliant lecture on "Genius," says: "Thus force of being, to labor, to create, to pluck out the heart of nature's mystery,—this is the law of genius;" and Coleridge declares, "Genius of the highest kind implies an unusual intensity." The next sentence enumerates several particulars in which Shakespeare is claimed to surpass other writers in the manifestations of this force and intensity. *First*, "he loads words with meaning till they sink under the weight." Probably from no other author can so many examples be cited of obscurity arising from condensation of thought. Lowell felicitously observes: "The Gothic Shakespeare often superimposes upon the slender column of a single word that seems to twist under it, but does not,—like the quaint shafts in cloisters,—a weight of meaning which the modern architects of sentences would consider wholly unjustifiable by correct principle." Indeed, our critic, himself, in a lucid moment, admits this very fact in his bungling way when he says, "Shakespeare was perhaps the greatest *expresser* [sic] that ever lived," and Shakespeare's words "often mutually [sic] stimulate each other to the fullest [sic] realization of their potential expressiveness." *Secondly*, Shakespeare "vivifies nouns into verbs." For example: "May you *stead* me? will you *pleasure* me?" "How might she *tongue* me?" "He *godded* me."

"The quick comedians
Extemporally shall stage us; Antony
Shall be brought drunken forth, and shall see
Some squeaking Cleopatra boy my greatness."

(See many other examples in Abbott's "Shakesperian Grammar," pp. 199, 200, 201, 202.) *Thirdly*, Shakespeare injects his fiery emotion, incapable of cooling, through the rifts of granitic thought." Does anybody besides this supercilious reviewer need to be told that Shakespeare excels in this union of solid thought with burning passion? Must we quote Lear's sublime appeal to the heavens for sympathy, or Hamlet's famous soliloquy on suicide, or Lorenzo's sweet discourse by moonlight to Jessica on music and philosophy, or Claudio's fearful recoil from "cold obstruction," or the royal murderer's remorse in Hamlet, or the love-inspired Theseus' description of imagination, or any one of a hundred other passages that prove this point? *Fourthly*, Shakespeare "vitalizes and incarnates the shadows of fiction till no historic characters seem so real." I do not ask this self-appointed critic, whose sensibility may possibly be as dull as his perception, but I

Having thus taken my words out of their logical connection and distorted their meaning to convict me of "pretentiousness," he endeavors in like manner to sustain his charge of "flippancy" by detaching and italicizing the following expressions: "Three little Shakespeares are crying for bread"; "marvellous fluency"; "where three babes exercise their musical prerogatives unquestioned"; "show fight." Verily this critic, who has not "grasped the nature of inverted commas" nor of italic letters, and who, to show his wit, lugs in an irrelevant misquotation from Josh Billings, which with his usual accuracy he ascribes to Artemus Ward, is hard pushed for material when this is all he can adduce in support of his accusation.

I must complain of something worse than flippancy and "pretentiousness" in his denial of my assertion that "Shakespeare's vocabulary far surpasses in fullness and accuracy that of any other writer." As in the beginning of his article he imputed to me a design which I never entertained, and then sneered at me for not fulfilling it according to his theory, so now he cunningly or stupidly takes half of my idea and attacks that as if it were the whole. I spoke of Shakespeare's "fullness and accuracy," the two qualities *in combination*. The critic disjoins them, and leaves the second ingredient entirely out of view. "Every Shakespeare scholar," says this Sir Oracle, "knows that while Shakespeare was perhaps the greatest *expresser* [sic] that ever lived, he used a comparatively limited vocabulary." A comparatively limited vocabulary! M. Taine thinks differently: "Le dictionnaire de Shakespeare est le plus abondant de tous. Il comprend environ 15,000 mots, et celui de Milton, 8,000." ("Histoire de la Littérature Anglaise," Tome II., p. 192.) So does Dr. Stearns: "Shakespeare's immense vocabulary, including, as it does, a greater number of words than was ever used by any other writer," etc. ("Shakespeare Treasury," p. 429.) Craik concurs: "Probably the vocabulary of no other of our great writers is nearly so extensive." ("History of English Literature," Vol. I., p. 591.) Our pedant claims that the vocabulary of "the laborious translator, Philemon Holland," forever pilloried in Pope's "Dunciad," is more extensive. He

ask the average reader, whether, as he rises from the study of Falstaff, Othello, Prospero, or Shylock, the poet's creation does not for the time seem more life-like than the men of history?

might as properly have named the compiler of a dictionary or even of a spelling-book. With a fling at me as "professor of rhetoric" and "principal of an academy," he gives utterance to the following specimen sentence, which, for "pretentiousness," flippancy, misstatement of facts, and the violation of all rhetorical rules, would subject a school-boy of fourteen to deserved flagellation: "The laborious translator, Philemon Holland, who was born twelve years before Shakespeare and survived him twenty, 'being himself translated,' as the humorous Fuller in his 'Church Worthies' expresses it, in 1636, used in his translations a very much (easily [sic] more than fifty per cent.) larger vocabulary than did Shakespeare, and a vocabulary, too, which was in general use at the time, as we know from other contemporary writers!"

The reviewer is disgusted at my suggestion that, with all his intellectual supremacy, "Shakespeare was but half a man, rarely looking beyond the uses of his theater," but that possibly, if his life had been prolonged, he might have shown himself as great in action as in thought. Well, one of our foremost thinkers, who with old Ben Jonson loves Shakespeare and honors his memory *on this side idolatry*, says: "Solitude has austere lessons; it can teach us to spare both heroes and poets; and it weighs Shakespeare also, and finds him to share the halfness and imperfections of humanity Is it not as if one should have, through majestic powers of science, the comets given into his hand, or the planets and their moons, and should draw them from their orbits to glare with the municipal fireworks on a holiday night, and advertise in all towns, 'very superior pyrotechny this evening!' Are the agents of Nature and the power to use them, worth no more than a street serenade or the breath of a cigar? One remembers again the trumpet-text in the Koran, 'The heavens and the earth, and all that is between them, think ye that we have created them in jest?' As long as the question is of talent and mental power, the world of men has not his equal to show. But when the question is to life and its materials, and its auxiliaries, how does he profit me? What does it signify? What signifies one picture more or less? Other admirable men have lived lives in some sort of keeping with their thought; but this man in wide contrast It must even go into the

world's history that the best poet led an obscure and profane life, using his genius for the public amusement The world still wants its poet-priest, a reconciler, who shall not trifle with Shakespeare the player, nor shall grope in graves with Swedenborg the mourner; but who shall see, speak, and act, with equal inspiration." (Emerson's "Representative Men," pp. 213, 214.)

The critics who call my language "scandalous," would of course pronounce this damnable. One is tempted to exclaim with Cicero, "Errare, mehercule, cum Platone malo, quam cum istis vera sentire!" By Hercules, I would rather be in the wrong with Emerson than in the right with those fellows!

Brooklyn, Feb. 27, 1875.

HOMER B. SPRAGUE.

THE NEW STATE SUPERINTENDENTS OF INSTRUCTION.

RHODE ISLAND.

HON. THOMAS B. STOCKWELL, Commissioner of Public Schools for Rhode Island, was born at Worcester, Mass., July 6th, 1839. He attended the public schools of Chicopee, prepared for college there, and graduated from Brown University in 1862. He soon after began teaching in the Eaton Grammar School at New Haven, Connecticut, as sub-Master, Mr. George F. Phelps, now of the Boston publishing house of Brewer, Tileston & Co., being Head-Master. Mr. Stockwell was very successful as an instructor, and universally liked by all he came in contact with. He afterwards became Principal of the Holyoke (Mass.) High School. Having remained here one year, he (February, 1864) received the appointment as one of the Masters of the Providence High School. He retained this position until elected (January 1st) to his present position. Mr. Stockwell is a gentleman whose manners are calculated to make him a popular Commissioner of Education, while his industrious habits are a guarantee that he will efficiently manage the educational department intrusted to his care. In politics Mr. Stockwell is a Republican. He was elected for one year. His immediate predecessor was Hon. T. Bicknell, now editor of the *New England Journal of Education*.

*A SCHOOL-MASTER'S REMINISCENCES IN
ANOTHER FIELD.*

WHEN, after General McClellan's removal from the command of the Army of the Potomac, at Rectortown, Virginia, in 1862, General, now Senator, Burnside was designated as his successor, he accepted the place with great reluctance, and only after repeated urging on the part of President Lincoln and General Halleck. He said to the writer, while we were encamped at Pleasant Valley, Maryland, a few weeks before, that he had twice been offered the command of the army, but had both times peremptorily declined. One army corps was all that he felt competent to, or cared to manage. How marked the contrast between this and the confidence displayed by his successor, General Joseph Hooker, who, while intriguing for the place, said to an acquaintance of the writer, that "if President Lincoln would give him command he would contract to bag the entire rebel army, infantry, cavalry, and artillery. There shouldn't a — one of them escape." How signally he executed his boast after he really did get command!

From Rectortown our Union Army moved rapidly down to Falmouth, opposite to Fredericksburg. Our sudden appearance in that region occasioned a good deal of consternation among the natives, some of whom claimed to be the stanchest kind of Unionists. Subsequently we learned that they had been as bitter enemies of the Government as were anywhere to be found.

I was in the vanguard of the army, and amused myself during the first few days of our arrival in reconnoitering through the surrounding region. Suddenly, one afternoon, I came upon an antiquated house of worship, standing remote and alone in the center of a dense wood, reminding one of the old heathen temples, hidden in the recesses of some deep forest, whither the followers after unknown gods were wont to repair for worship, or to consult the oracles. On every side were venerable trees, overtowering its not unpretentious steeple. The structure was built of brick (probably brought from England), in the form of a cross, semi-Gothic, with en-

trances on three sides, and was erected in 1794. On entering, the first object which attracted my attention was the variously carved pulpit, about twenty-five feet from the floor, with a winding stair-case leading to it. Beneath were seats for the attendants, who, in accordance with the custom of the old English Episcopacy, waited upon the Rector. The floor was of stone, a large cross of granite lying in the center, where the broad aisles intersected. To the left of this was a square enclosure for the vestrymen, whose names were written on the north wall of the building, and were among the oldest and most honored in the State. On the south wall were four large tablets, containing Scriptural quotations. Directly beneath was a broad flag-stone, on which was engraved, in letters of gold, "In memory of the House of Moncure." This certainly smacked of royalty. Lying parallel to it was a tomb-stone: "Sacred to the memory of William Robison, the fourth son of H. and E. Moncure, of Windsor Forest, born the 27th of January, 1806, and died 13th of April, 1828, of a pulmonary disease, brought on by exposure to the cold climate of Philadelphia, where he had gone to prepare himself for the practice of medicine. Possessed of a mind strong and vigorous, and of a firmness of spirit, a stranger to fear, he died manifesting that nobleness of soul which characterized him while living, the brightest promise of his parents and the fondest hopes of their afflicted family." Led, doubtless, by the expectation of discovering buried valuables, some one had removed the stone from its original position, and excavated the earth beneath. Close by the entrance on the north side were three enclosed graves. The brown moss-covered tomb-stones appeared in strong contrast to a plain pine board at the head of a fresh-made grave alongside, and bearing the inscription, "Henry Basler, H., 118th Penn. Volunteers." I have often, in latter years, thought I would re-visit this region, if for no other reason, to discover whether this interesting relic of old-time aristocracy was still standing.

There were several young ladies of culture and refinement who remained here on their plantations, notwithstanding their male relatives were across the lines. One of these fair maidens was the betrothed of George B. Davis, a nephew of the Confederate President. One afternoon a Federal cavalryman, after

vainly ransacking the out-buildings of her father's plantation for corn, approached the door in which the young lady was standing, and insisted that some of the grain, which he "knew was in the house," should be given him. "We have none," was the reply. "Stand aside until I go in and see for myself," he rudely retorted, at the same time whipping out of its sheath a heavy Colt's revolver. No sooner done than the fair girl (she was very beautiful) planted herself firmly in the doorway, drew a small repeater from her bosom, and deliberately aiming it at the rascal's head, exclaimed, "Approach one step farther towards this house and you are a dead man." Cowed and baffled by this exhibition of bravery the trooper turned on his heel, and left. This incident well illustrated the coolness and courage with which some of the Virginia women were endowed.

One afternoon a party of us halted at an obscure hovel, for a drink of water. On entering we found the only occupant to be a superannuated negress, who, as she expressed it, "having become too old a critter to do nothing, had been turned out here to die." She looked very much like old Joyce Heth, or the ancient negress who, three years ago, died in Philadelphia at the advanced age of 108 years. Further conversation disclosed the fact that she had belonged to James Ashby, a brother of the deceased famous Southern General of that name. She related much that was of interest concerning the Ashby family, some of whom figured so prominently during the war. There were three brothers of them—James, Turner, and Richard (commonly known as Dick), raised in the vicinity of Front Royal, and all then in their graves. James, who was her master, moved to this vicinity when a young man, acquired a large fortune, and died, February, 1861. Turner, the General, who, when a youth, was admired by every one for his manly bearing, and in later years for his chivalric deeds, was killed at the battle of Cross Keys. Dick, the remaining and youngest brother, was shot in a skirmish just prior to the last battle of Bull's Run.

After the death of her master, the younger slaves were sent South, and sold. "Though I hab raised," she said, "nineteen children to manhood (eleven sons among the number), all of whom hab been torn away from me, and worked hard all my

life for massa, his heirs wouldn't let me stay in the house, but sent me here with a little hog and hominy, to live or die alone." Three times she had herself hoed the little patch of corn in front of the hut, and gathered and husked it. On my inquiring if she was "Union," she replied, "I'se partial to Yankees, but some of dem is mighty rogues. Dem ar low class people among dem steal all my things. Two came along last week and showed me twenty-five cents, and bless you, chile, when dey come to pay, felt in all de pockets and couldn't find de money; but, God bless you, chil'ren, dey knew all de time where it was."

THE NATIONAL BUREAU OF EDUCATION.

THE National Bureau of Education has not been abolished. Its appropriation has not been cut down. The enemies who were going to put an end to the department during the last session of Congress, have been signally baffled. Their prophecies have come to naught. Commissioner Eaton and his assistants to-day occupy stronger ground than ever before, and justly so. There is no branch of the government at Washington which imparts more direct benefit to the people. There is no one of the many documents emanating from the National Printing office which can begin to compare in value with the annual Educational Report. It is an encouraging indication of the times that Members of Congress are beginning to discover this fact, and have ordered twenty thousand copies of this year's report to be printed.

Of this number ten thousand copies are to be given for distribution to members of the lower house, five thousand copies to Senators, and five thousand to the Bureau. Last year five thousand copies only were allowed for the entire distribution, and even then considerable grumbling over the expense was heard among Solons who were perfectly willing to load down the mails and flood their respective districts with Patent Office reports and other costly rubbish. This happy result was perhaps mainly due to the efforts of Senator Anthony of Rhode

Island, Congressman Donnan of Iowa, and Oily Gammon Monroe of Ohio. In view of the latter's course in this matter, many will be disposed to partially forget his treachery to his benefactor, Professor Peck, who a few years ago performed such herculean labors in behalf of education at the West.

By another year we trust the Bureau will be clothed with still more power and afforded much greater facilities for accomplishing its aims and purposes, viz.:—the collection and dissemination of information to aid the people in the establishment and maintenance of efficient school systems. Every State and Territory should stipulate in their school laws that the General Superintendents of Education must annually forward to the Commissioner at Washington such data and information as he may require. This done and the Commissioner of Education would have far less difficulty in collecting the statistics desired and would obtain far more of them. We know from experience how difficult it is to persuade many school officers and professional educators to talk on paper. They forget that the information they are asked to furnish is of general interest and value to the country.

REPORTS OF STATE SUPERINTENDENTS.

TENNESSEE.

WE learn from the annual report of State Superintendent Fleming that the total school population of Tennessee in 1874 was 316,528 white, and 103,856 colored. Total, 420,384.

The number of pupils enrolled was 258,577; the average attendance, excepting seven counties, was 161,089. The schools received from State and counties during the year \$788,404 70 $\frac{3}{4}$, and, including the cities, a total of \$998,459 10 $\frac{3}{4}$. The total expenditures were \$977,376 46. The average salary paid to teachers by the State was, per month, \$33 03. In regard to the co-education of the races, Superintendent Fleming says: "The school law is absolutely impartial in its provisions as affecting the races. The same school age is prescribed for colored

as for white children ; they are counted alike in the apportionment of school-moneys ; they are entitled to pursue the same studies ; they are subject to the same school officers and to the same general school regulations, and no special regulations are tolerated that prefer the rights of one race to those of the other. Colored people are eligible as teachers, school directors, county superintendents, and State superintendents, just as they are eligible to the civil offices of the State or General Government. The only distinction between the races recognized by our School law is in the mode of organizing the children into schools. Under the imperative provision of our State Constitution, and for the manifest good of both races, the law provides that white and colored children shall not be taught in the same school, just as it might have provided, without impairing its partiality, that males and females should be taught in separate schools. The law, therefore, is strictly impartial ; for, if it be complained that colored children are not permitted to enter the white schools, it might, with equal propriety and force, be complained that white children are not permitted to enter the colored schools, as they are not."

WISCONSIN.

State Superintendent Searing, in his annual report, makes the following recommendations : " A system of free town high schools. Uniformity and the free use of text-books. Township system of school government. A more uniform, systematic, and effective examination of teachers by county superintendents, with questions and rules for conducting the examinations and for making the papers furnished by the Department. A uniform State tax for the partial support of the schools, and diminished local taxation. The eligibility of women to local school offices. A new building to furnish enlarged and greatly needed accommodations for the State University. The establishment of a Normal College in connection with the State University. A change from the present elective to an appointive system of county superintendence. The establishment of twenty days as a legal school month."

He is opposed to a compulsory law.

COLLEGES FOR COLORED PEOPLE.

TIME was when only one college in the United States—Oberlin—admitted colored students to all the rights and privileges enjoyed by the whites. Occasionally, they were “smuggled in” at Dartmouth and some other institutions, but at Oberlin no distinction whatever was made between white and black applicants. The signal revolution which public sentiment has undergone is shown by the fact that nearly every college in the Northern States now not only admits, but invites, colored students. While the prejudices of the Southern whites are not wholly done away with, it is noteworthy, and to their great credit, that they have afforded every encouragement to the blacks to establish colleges of their own. The Commissioner of Education says in his last report: The claim of our colored citizens to an education which may fit them for the full privileges and high responsibilities of their new position is leading to increasing openings for their entrance on a course of collegiate and professional instruction. Lincoln University, Pennsylvania, especially designed to meet the wants of this race, reports now 81 students in its preparatory school, and 94 in its college classes. Howard University, District of Columbia, reports 60 unclassified and 36 collegiate, besides law, medical, and normal students. Berea College, Kentucky; Fisk University, Tennessee; Alcorn University, Mississippi, and Straight University, New Orleans, Louisiana, have all opened their doors to students “without distinction of sex or race,” and at Berea the experiment of uniting the colored and white races appears to be an entirely successful one. In the others, colored students in large numbers are availing themselves of the opportunities for education, and demonstrating their capacity to make rapid and encouraging advance. The Hampton Institute, Virginia; the Freedmen’s College, Tennessee; Tougaloo and Shaw Universities, Mississippi; Talladega College, Alabama; and Atlanta University, Georgia, have been established for their especial benefit, mainly by Northern friends; while Brown’s University, Florida, and the new University of New Orleans have grown out of the efforts of the Baptist Church for their improvement. The Clark Theological School, South Carolina, is also meant to be the basis of a university for colored men.

HOW TO TEACH.* *Fifth Grade.—Continued.*

ARITHMETIC.

MENTAL ARITHMETIC.—The mental arithmetic should both precede and accompany the written arithmetic, step by step. The principal distinction between these two divisions of the subject is, that when the numbers involved are too great or too many to be readily retained in the memory, the slate should be employed as an assistant.

"Exercises in rapid calculation without analysis" should, as far as possible, be of the most practical character. Examples given should be silently wrought by the whole class simultaneously as in written arithmetic, and the results obtained be written upon the slates, promptly, and at a given signal. The analysis can then be separately required of as many pupils as may seem expedient.

Illustration.—One method of conducting such an exercise is subjoined. Teachers fertile in expedients will devise others equally good, and involving the following important elements: 1. The exercise to be simultaneous; 2. Silent; 3. Spirited throughout; 4. All copying, or wrongly claiming the answer prevented. The detail may be greatly varied:

1. Pupils sit silent and erect; slates lying on desk, or held vertically, resting on the knees, the hands being at the upper corners; pencils in right hands.

2. Teacher gives question with distinctness.

3. Pupils work silently, remaining in position until the answer is found, when each silently raises the right hand, or stands.

4. When sufficient time has been given, teacher says "Ready—Write," with a pause between the words. At the last word the answer is *instantly* written in large figures, but only by those standing, or whose hands are up, and the slates instantly turned with the answer toward the teacher. No further working or correction allowed. These movements are better executed, after a little practice, by using four light taps of the pencil, meaning. "Ready," "Write," "As you were," "Show."

*From "How to Teach. A Manual of Methods."

5. Teacher calls upon some one to read the answer, usually upon one whose results are frequently wrong. Those claiming the same stand, if sitting, or raise the hand or the slate if already standing, the answer being still turned toward the teacher.

6. If thought desirable, an oral analysis may now be demanded of any pupil, whether he obtained the answer or not.

The explanatory or analytic statements made by the pupil should be of the simplest and most direct character consistent with clearness, and all unnecessary repetitions of formulæ be carefully avoided. Where this is not done, the principal effort of the pupil is to recall in due order the set form of words, rather than to form the arithmetical combinations necessary to the solution.

Besides simple examples in the four fundamental rules and Federal money, very simple operations involving practical applications of the selected tables of money, weight, and measure, should constitute a portion of the exercises in mental arithmetic.

In the explanation or analysis of examples in mental as well as written arithmetic, the pupils should generally be called upon, before solving, to state the question.

Mental exercises in arithmetic should be conducted in a spirited manner. They should always have the character of extemporized exercises, and in no case form a part of the home-work of the pupil.

WRITTEN ARITHMETIC.—The slates should be kept in the best condition as to cleanness; the figures should be distinctly and neatly made, and written in lines parallel to the upper edge of the slate. A reasonable allowance should be made for imperfections in the forms of figures in those exercises where haste is required; yet every effort should be made to fix in the pupils habits of care, neatness, and system in all that pertains to the written exercises.

Exercises in adding columns of figures should be given with such frequency as may be found necessary to produce and retain accuracy and rapidity. They should be in both forms—the silent and the oral.

Every form of counting, whether by fingers, dots, marks, or other devices, should be strictly prohibited, and the class should be frequently tested for this special purpose.

The pupil should be allowed to name only the successive re-

sults arising from the addition of several successive figures, avoiding all that oral or mental repetition of the tables which is known as the "spelling process," and all other unnecessary formulæ.

Illustration.

789

457

632

178

—

Correct Method.—8, 10, 17, 26; 9, 12, 17, 25, etc., etc.

Incorrect Method.—8 and 2 are 10, 10 and 7 are 17, 17 and 9 are 26, set down the 6 and carry the 2, etc., etc. When this method is once fixed, it is difficult to change it. It acts as a clog to the mental activity of the pupil, who finds himself unable to think out the result in any other way. It is as if he should spell aloud every word as he reads.

The above remark, in regard to the oral or mental repetition of the tables, applies to all the fundamental rules and their applications. The processes should be reduced to the most concise form practicable.

When pupils show an ability to add in two or more figures at a time, they should be encouraged to do so in exercises that are wrought out silently.

When the divisor is less than 13, the long-division process is not to be employed or allowed.

Short practical examples, involving two or more of the rules, should frequently be given, and in such a way as to cultivate the intelligence of the pupil.

Examples requiring a very large number of figures for their solution should be avoided, except as far as they may be necessary in order to give practical expertness.

Examples should be given to test the pupils' accuracy in writing numbers requiring 0's, and their knowledge of the proper methods where the multiplier or divisor contains 0's.

Exercises should be given to insure facility in reading and writing Federal money, and in reducing, by *inspection* and *without analysis*, dollars, or dollars and cents, to cents or to mills, etc.,

etc., and conversely. This reduction becomes important in certain cases in division of Federal money. (See Analysis B.)

Analogous exercises in Federal money should be substituted for those in the simple rules referred to in the preceding sections, as soon as may be found expedient.

In all practical examples, instead of *telling* pupils to add, subtract, multiply, or divide, give the question in such a manner as to oblige them to exercise their own judgment as to the method and principle to be employed.

No detailed analysis is necessary in addition or subtraction.

Give short examples of bills of purchase or sale involving several items, and similar to those required in daily life. Let them be put into proper form on the slate, with names and date, and occasionally receipted, and the receipt explained.

The following examples involve the points upon which pupils are most apt to fail in the arithmetic of this grade. They are so highly important that a drill upon a series of similar examples is recommended. No pupil should be allowed to proceed further till he has thoroughly mastered them.

Write 30,003,050—700,500,009.

Multiply 30850 by 307; by 4070; by 2009.

Divide 732427 by 200; by 40000, etc.—Should of course only be done by short division.

Divide 732427 by 100; by 10000, etc.—Should only be done by pointing off.

Write 3 dollars and 5 cents; 10 dollars and 7 cents, etc.

Bought for \$2095.07, sold for \$2500. How much did I gain or lose?

Sold 320 bushels for \$176. How much a bushel? Analyze.

Spent \$42 for tea at $87\frac{1}{2}$ cents a lb. How many lbs. did I buy? Analyze.

Spent \$8 for coffee at 40 cts. a lb. How many lbs. did I buy? Analyze.

If 24 yards cost \$20.40, what will 17 yards cost? Analyze.

If 24 yards cost \$20.40, how many yards can be bought for \$14.45? Analyze.

The following are all the forms of arithmetical analysis necessary to the fifth grade:

FORMS OF ARITHMETICAL ANALYSIS FOR BOTH MENTAL
AND WRITTEN ARITHMETIC.

A. (Fundamental)—Multiplication.

Question.—If one yard cost \$3, what will 4 yards cost?

Analysis.—If one yard cost \$3, 4 yards will cost 4 times \$3, which are \$12.

B. (Derived)—Division. (1.)

Question.—If one yard cost \$3, how many yards may be bought for \$12?

Analysis.—If one yard cost \$3, \$12 will buy as many yards as \$3 are contained times in \$12, which are 4 yards.

Question.—Spent \$42 for tea, at $87\frac{1}{2}$ cts. a pound. How many pounds did I buy?

Analysis.—\$42 are 42000 mills, and $87\frac{1}{2}$ cents are 875 mills. I can buy as many pounds as 875 mills are contained, etc.

See preceding "Suggestions" for remark about reducing Federal money without analysis.

C. (Derived)—Division. (2.)

Question.—If 4 yards cost \$12, what will one yard cost.

Analysis.—If 4 yards cost \$12, one yard will cost $\frac{1}{4}$ of \$12, which is \$3.

Question.—If 5 lbs. cost \$3, what will 1 lb. cost?

Analysis.—If 5 lbs. cost \$3, or 300 cents, 1 lb. will cost $\frac{1}{5}$ of 300 cents, which is 60 cents.

COMBINATIONS OF A, B, AND C.

C and A. Division and Multiplication.

Question.—If 4 yards cost \$12, what will 9 yards cost?

Analysis.—First by C for price of 1 yard, then by A for price of 9 yards.

C and B. Division (2) and (1).

Question.—If 4 yards cost \$12, how many yards may be bought for \$27?

Analysis.—First by C for price of 1 yard, then by B for number of yards.

TABLES.

In this grade, the tables of the preceding grade should be thoroughly reviewed, with the following additions:

TIME.—Teach about leap-year.

AVOIRDUPOIS WEIGHT.—7000 grains = 1 pound; 2240 pounds = 1 old ton; $62\frac{1}{2}$ pounds, or 1000 ounces = 1 cubic foot of water.

TROY WEIGHT.—Explain its use, the great difference between its pound and ounce and those of Avoirdupois Weight, the grain being the only identical element. 24 grains = 1 pennyweight; 20 pennyweights = 1 ounce; 12 ounces, or 5760 grains = 1 pound.

APOTHECARIES' WEIGHT.—Explain its use. Show that it differs from Troy Weight in nothing but the method of subdividing the ounce. Teach that the fluid ounce is a measure, and not weight. 20 grains = 1 scruple; 3 scruples = 1 dram; 8 drams = 1 ounce; 12 ounces = 1 pound.

LONG MEASURE.—Add the following: Explain the use of each term. 4 inches = 1 hand; 3 feet = 1 pace; 6 feet = 1 fathom; $1\frac{1}{2}$ miles = 1 knot.

SURVEYORS' LONG MEASURE.—4 rods, or 66 feet, or 100 links = 1 chain; 80 chains = 1 mile.

SURVEYORS' SQUARE MEASURE.—Explain the local use of *section* and *township*. 16 square rods = 1 square chain; 10 square chains = 1 acre; 640 acres = 1 square mile or *section*; 36 square miles = 1 township.

SOLID OR CUBIC MEASURE.—Explain its use, and the *difference in kind* between the linear, superficial, and solid units of the *same name*. 1728 cubic inches = 1 cubic foot; 9 cubic feet = 1 cubic yard; 128 cubic feet = 1 cord of wood; 2150 cubic inches = 1 bushel; 231 cubic inches = 1 gallon.

ANGULAR MEASURE.—Teach the following terms: *Circle*, *circumference*, *quadrant*, *radius*, *diameter*. Teach the notation. Give examples in reading, as $16^{\circ} 17' 45''$. $60''$ = 1 minute; $60'$ = 1 degree; 90° = 1 quadrant; 360° = 1 circle; 360° = circumf. of the Earth; $69\frac{1}{2}$ miles = 1 degree of latitude; circumference of a circle = $3\frac{1}{2}$ times the diameter

ENGLISH MONEY, etc.—The usual table. Teach the value of a *pound sterling*—\$4.866 $\frac{1}{2}$. Teach the value of a *franc*—18 cents 6 mills.

If any foreign dollar is taught, let it be the *thaler* of Germany = 69 cents.

CREAM OF THE EDUCATIONAL MONTHLIES.

Morton's School Monthly has an interesting paper on the Origin and derivation of the name America given to this country in honor of the navigator Amerigo Vespucci:—Amerigo is the Italian form of an earlier Almerigo. Under the various forms of Americ, Almeric, Almaric, Emeric, and Eimaric it exists in early English as a common forename. Other forms are found, some of which still exist as surnames, Aylmar, Ailmar, Almar, Aymar, and Amar. Thence it runs into the Amorys, Emyrs, and its patronymic form Emersons, Embersons, Imersons, and Imesons of our own day. Its original form was undoubtedly Amalrich; the *l* and *m* were, by a change well known to etymologists, ultimately transposed, and the present order crystallized into the favorite, if not the exclusive, one for the first element in the male name. The feminine retained, however, the original precedence of the *m* over the *l*. Amal signifies work, labor, toil. Amala was a favorite name for German women, even those of distinguished rank. In Italy and France "Amalie" was the favorite form. Mediævalists are familiar with Amalaswinth, which in Burgundy became Melisenda, Meliceste, Melusine. Readers of Don Quixote will remember Melisende, the wife of Don Geyferos. In France, Holland, Germany, and England, Melusina is frequently met. Emmaline, Emeline, Emlyn have as the last element "lind," a serpent, and might be rendered Amal's serpent. In the Norse tales Amalfrida, that is Amal's fair one, was left by her father, an old viking, in a cave for security during his absence. The old hero never returned. She saw her servant die of exhaustion, and was at last herself dexterously saved by laying hold of the tail of a wolf, which dragged her from her retreat. Amalrich, whence Amelrigo, then Amerigo, means the work-ruler, or a king of labor. Considering the immense activity, the unwearied toil, the irrepressible energy of our Saxon and Scandinavian forefathers—an activity which has given them so large a share in the government of mankind, which has made them the originators and conservers of free government, which has given them the empire of the seas, and made them first in war, first in all that makes a nation great

—America is not an inappropriate title for this new world of labor, of progress, and of freedom.

The National Teacher Monthly argues for common sense in the school-room:—He who attempts to deal with bodies of children *en masse* will certainly fail; we *must* deal with them as individuals. One will work from pure love of study; another from love for his teacher; one needs the spur of ambition, another the discipline of wholesome fear; one is best brought out by judicious censure, and another by equally judicious praise. Each must be treated, not as so much "boy" cut off from the general supply, as a merchant cuts off a sample of goods; but must receive treatment suited to his individual needs, such treatment as will incite him to perform the greatest amount of well-directed work. It must be confessed there are some—though very few—who will not work from any motive whatever, and the problem presented to common-sense is how best to manage so as to prevent these from being a drawback to the rest of the school. A difficult problem it is too, but one which will occasionally arise. The perfection of tact cannot make something out of nothing; even so simple a musical instrument as a whistle cannot be made out of improper materials.

A WRITER in the *Educational Journal* of Virginia urges the value and importance of Educational Periodicals for the culture of teachers:—Here we have something fresh from the mines, and more intimately associated with school-room work and school-room want. Hourly trials, every-day perplexities and constant wants, just such as all of us have, here rise to the surface. Every thing is brought nearer home, down to the actual experience of flesh and blood. Here we see the school-room in working dress, every thing drawn to life, teacher, pupil, desks, maps, books, and *birch*. Real work, and actual workers. These are genuine touches from the master's pencil, fresh from the easel. Artists to the manner born, too; toilers in the caverns of thought; the very bone and sinew of our progressive teachers. They have *felt* the need, and have patiently worked up the remedy. Principles and methods, results of experience and tact are brought to view by men who have delved long and deep, thought closely and well; and we may profit from their labors.

CURRENT PUBLICATIONS.

ANYTHING from the pen of Charles Nordhoff can always be relied upon as good. The *Evening Post* newspaper sadly erred in ever permitting him to leave the establishment. His last work, entitled *Politics for Young Americans*, published by the Harpers, presents a kind and quality of information which is both valuable and interesting for the young. Every boy should have a copy of it.

The Last Journals of Dr. David Livingstone, published by the Harpers, is a handsomely bound volume of nearly six hundred pages, embellished with maps, and forty-six finely executed engravings and illustrations. This last contribution of the African Explorer to the cause of Geographical Science, is supplemented with a touching narrative of his last moments and sufferings, obtained from his faithful servants Chuma and Susi. For years to come everything regarding the great and good man, who sacrificed his life to his zeal for discovery, will be read with painful interest, and the present volume will find its way alike to the student's library and the center-table of the general reader.

The late Isaac Butts, of Rochester, was in many respects a remarkable man. Whether editing a newspaper, manufacturing medicines, or managing a telegraph enterprise, he always showed extraordinary energy and determination of purpose. While we never admired the personality of his newspaper, it is not generally known that he, when retiring from journalism, made over the establishment to the young men in the concern, in such a manner that they could pay for it at their leisure. This act of generosity, so unusual in the journalistic world, is one for which he should long be remembered. Surprising as it may be to those who knew of Mr. Butts only as a telegraph pusher or newspaper controversialist, he devoted much time to hard study. Political economy was his favorite subject, and G. P. Putnam's Sons have now published the free-trade views at which he arrived in a two hundred page volume entitled, *Protection and Free Trade*. The old issue is again coming to be a live issue, and everything bearing upon either side will

possess value and interest for both the politician and the voter.

Wilson & Hinkle have conferred a favor upon teachers and those generally interested in educational matters, by bringing out a history of the Life, Work, and Influence of Pestalozzi, the founder of the educational system which has grown into what is now known as "Object Teaching." The volume, numbering two hundred pages, is divided into five parts, viz., His Life, Associations, Extracts from his Writings, Principles and Methods, and Spread of the Pestalozzian System.

The author, Herman Krusi, A. M., instructor in the Oswego Normal School, and a son of Pestalozzi's first associate, writes in an easy, entertaining style. The work is very handsomely gotten up on heavy tinted paper, and contains numerous illustrations.

"*Catalogue of Plants Growing without Cultivation in the State of New Jersey*," by OLIVER R. WILLIS, PH. D., Principal of Alexander Institute, is a work of far more importance than its title might indicate. It is more than thirty years since Dr. Willis rendered important assistance to Dr. Torrey, then on that great work, the Botany of the State of New York. Since that time he has done some twenty-five years of good work in the field and the laboratory, on the Flora of New Jersey. It might then be well presumed that with qualifications so rare, a report on the native Flora of New Jersey, from such a source, would be most reliable.

New Jersey is a sort of border-land for two floras, which, as respects the Atlantic States, we might call the northern and southern. These two floras actually lap upon each other in New Jersey. It is really the province in which the northern and southern floras thin out; marked modifications not unfrequently appear, due, doubtless, to this toning down of situation. The Flora of New Jersey is affected not only by the geographical position of the State; but immensely by the singular diversity of her geological formations. Beginning north, among the Highlands we find vast deposits of the ores of useful metals, frequent areas of limestone, and even out-cropping roofing slate, which yields a very peculiar soil. Moving south we pass over trap and gneissic rocks and soon

reach the remarkable red shales. Still moving southward we find the State crossed by a triple belt of the green sand marl. Keeping still southward we pass the sandy pine region, and reach the low land and marshes contiguous to the sea. Having reached the flat lands, bordered by pine and hardwood forests, we begin to realize the most remarkable change in the Flora. We beg here the reader's forbearance, while we allude to our own experience. We had, in company with a botanist, got into the woods of South Jersey. The scene had a strange effect upon us; it seemed that we must have entered an entirely distinct province of vegetation, to us wholly new. It was with a shout, the overflow of joy and delight, that we hailed the appearance of a large block of limestone rock, in the deep dark woods, all green with moss, and that moss to our further astonishment, all bristling with the beautiful, comptosous rhizophyllus, the walking fern. It was the first time our eyes had seen it growing in the south. The queenly *Lygodium palmatum*, the *Ophioglossum*, and New Jersey's own, the rare *Schizæa*, are all found here. As to strange and curious plants, New Jersey is a land of wonders: and, to quote Dr. Willis's own words, the Mecca to which every real botanist must make a pilgrimage.

This catalogue as such must not only render great assistance to the working botanist, but it will be of great use to the beginner. A section is assigned to his special wants. The teacher, too, has been provided for, and he is appealed to in a manner eminently calculated to direct his attention to the importance of this delightful department of natural history. It contains a large store of information,—among other things, the address of all the principal botanists in North America and the West Indies.

The Crusades, written by George W. Cox, M. A., and published by Scribner, Armstrong & Co., is an attractive volume, furnished with a map, and a copious index, alphabetically arranged. The story of the Crusaders—their adventures and mishaps by sea and land—will always furnish entertaining reading for young and old. It has been told by numberless writers, and grows in interest with the lapse of time. Our present writer has compressed a large amount of matter into a small space. Some readers may think he has carried the

compressing process too far, and that the book would have been a little more interesting if a little less didactic.

Fully nine-tenths of the Health Guide books are not worth the paper they are printed on. More than one-half are worse than useless, if not absolutely pernicious, because they lead people to imagine they have ailments, and induce many to make dangerous and damaging experiments, and not unfrequently to delay the calling of a doctor until too late. It is a pretty safe rule to reject works which claim to show every man how to become his own physician. There are some exceptions, of course, and one of these is "The Maintenance of Health, a medical work for Lay Readers, by J. Milner Fothergill, M.D., M. R. C. P.," New York, G. P. Putnam's Sons. When we took it home, Mrs. ——— smiled and said if we brought home many more health books, everybody in the house would become sick. An examination, however, showed that the volume abounded in valuable hints and suggestions. The chapters on overwork and mental strain are specially timely in this money-getting era, when both mind and body are so frequently sacrificed to the ambition for wealth. The book is written in plain and simple style; it should, however, receive a darker colored binding, one less liable to tarnish. We observe that the "editor's copy," even, is spotted, and otherwise soiled.

REV. NORMAN MACLEOD is better known, perhaps, in this country through the magazine "Good Words," which he so ably edited from 1860 until his death, June 3, 1872, than through his book publications. *Character Sketches* is the title of a very attractive volume of his short stories, published by Dodd & Mead, New York. Their titles convey an idea of their subject matter. They are called "Billy Buttons," "Our Bob," "Aunt Mary," "T. T. Fitzroy, Esq.," "Mr. Joseph Walker," "The Highland Witch," "The Old Guard," "The Water Horse," and "A True Ghost Story."

THE striking address delivered in Manchester, England, last October, by Professor JAMES MARTINEAU, on *Religion as Affected by Modern Materialism*, has been published in attractive book form by Messrs. Putnam's Sons.

EDUCATIONAL INTELLIGENCE.

CALIFORNIA.—A law forbidding the payment of different salaries in the public schools, on account of sex, has passed the Legislature.—There are now thirty-nine young women studying at California University.—The Board of Education of San Francisco has declared that the Lord's Prayer is sectarian and partisan, and has refused to allow it to be read in the schools.—The same Board of Education has likewise just adopted a plan for the enforcement of the Compulsory Education Law. The city will be divided into six districts. Truant officers will canvass the city and enter in a book the name, age, sex, and residence of all children not attending school, and copy the same into a record book to be kept among the archives of the department.

COLORADO.—A School of Mines is to be established at Denver.

CONNECTICUT.—Secretary Northrop is holding educational meetings in various towns through the State.

DELAWARE.—A bill for the improvement of the school system has passed both Houses of the Legislature. It provides for a State Superintendent and State Board of Education, and prescribes the amount of tax to be raised by each school district before it can draw its share of the State appropriation.—There are in Delaware twenty-eight schools, wherein between 1,100 and 1,200 colored children are instructed. These schools receive no funds from the State, and yet are said to be conducted with admirable discipline, and a uniform system such as is not possessed by some public schools wherein the white children are educated. All of them are under the management of colored teachers, some of whom are even accomplished. The colored schools are maintained chiefly by a revenue which is raised among the colored people themselves.

GEORGIA.—The total amount of the school fund to be distributed in Georgia is \$250,000. The total number of school children is 467,614. The people of that State are showing a new zeal in the matter of education.

ILLINOIS.—The *Chicago Teacher* says, "The Normal Schools of this State appear not to be giving general satisfaction. It is asserted that they train not in power, but in weakness; not in self-confidence, but in timidity; not in enthusiasm, but in listless, parroting routinism; that they do not build up, but tear down; that instead of strengthening, they enfeeble, and that nearly all of the present faults and wrongs of the public school system of this State originated in, or were intensified by them. We regret to say that we have reason to believe these assertions are not groundless."

INDIANA.—The General Assembly has appropriated \$20,000 to Purdue University, to be used in the purchase of apparatus, cabinets, library, etc.—The Reform Legislature provides by enactment that school teachers shall pay a fee of one dollar for the luxury of an examination after this date. It is understood that certain school officers, high in authority, recommended the passage of this amendment to the law.

IOWA.—The Supreme Court of Iowa has decided that "directors may determine what studies shall be taught in the school, but a parent may elect which of such prescribed branches his child shall study."—Fairfield, Iowa, has secured the location of the long-talked-of Parson's College.

MARYLAND.—About 20,000 children are taught drawing in the Baltimore public schools.—The Maryland Institute Art Night Schools, in Baltimore, have over 500 scholars. Thorough training is given in elementary drawing, drawing from the round, geometrical drawing, artistic and architectural drawing, and modeling in clay.

MASSACHUSETTS.—It is proposed to erect a large building for an art gallery, in connection with Mount Holyoke Seminary, at a cost of \$75,000.—The whole number of students at Amherst College is 330.—William T. Reid, of Brookline, Mass., has been appointed Principal of the San Francisco High School, with a salary of \$4,000.

MICHIGAN.—The Michigan Legislature has passed a bill abolishing county superintendency, and providing for a restoration of the township superintendency of schools. The number of township school inspectors has been reduced from two to one,

and the term of that officer has been limited to a single year.—The Senior Class in the Michigan University have signed a petition to the faculty asking that the commencement exercises, as heretofore managed, be abolished. The reasons urged are that they are productive of ill-feelings, envy, and weariness; while no perceptible good is discovered. The petition was signed by all the members of the class except the engineers—ninety-two out of a hundred.—The Detroit Board of Education has reconsidered the question of introducing the study of the German language into the public schools, and has decided that it shall not be taught. The petition for the teaching of the French language has also been rejected.

MISSOURI.—State Superintendent Shannon writes us that "he is heartily in earnest in his advocacy of a universal public free school system," and that he "is fixed in his determination to extend, enlarge, and improve the system in Missouri if possible."

MONTANA.—The number of school districts in Montana in 1874, was ninety-three. The whole number of children of school age returned was 3,517; the attendance was 1,935, and the amount of school money raised per pupil was \$7.90.

NEW YORK.—The Roman Catholic parochial schools of New York city are attended by 30,000 pupils.—The New York State school moneys for the current year amount to \$2,884,634.84.—The Committee on Organization of the Rochester, N. Y., Board of Education report that, owing to defects in the Compulsory Law, they gave up all attempts at its enforcement.

NEW HAMPSHIRE.—By act of the last New Hampshire Legislature, Dartmouth students are deprived of the right of voting in Hanover. This is regarded by students and faculty as flagrantly unjust.—By the Compulsory Education Law in New Hampshire, the non-attendance in the years '72, '73, '74, was diminished forty-four per cent.—In the Concord, N. H., school district there are thirty-three schools, and 1,797 scholars, being an average daily attendance of 89 7-10 per cent. of the enrollment.

OHIO.—The Ohio Legislature has failed to pass the Compulsory Education Bill.

FOREIGN EDUCATIONAL INTELLIGENCE.

THERE are 21 universities in Italy, the oldest being at Bologna, which was founded A.D. 1119.—The Russian Minister of National Education having resolved to introduce Compulsory Education into St. Petersburg, finds that, as half the children between eight and twelve years of age do not attend school, 157 schoolhouses will have to be built.—Dr. Paul Goldschmidt, a graduate of Gottingen University in Hanover, and a pupil of Theodore Benfey and Albert Frederick Weber, the German orientalists, has been appointed by the Ceylon government to collect and edit rock inscriptions, and report upon the ruined cities of Ceylon.—There are in Switzerland 7,000 schools, superintended by 6,600 masters and mistresses; pupils number about 400,000. The education of children is *obligatory* in all the cantons except Geneva and Uri.—The Minister of Public Instruction in Germany desires all school-teachers to interest their pupils in the protection of useful birds.—The teachers in the primary schools of Belgium, according to a law passed in 1842, receive their salary from the municipal council, under the approval of a permanent committee. They may, however, appeal to the Government, when claiming larger amounts. Their average pay in 1843 amounted to 447.40 francs; in 1853, to 551.50 francs; in 1860, to 733.45 francs; in 1866, to 1,096 francs; in 1872, to 1,201.50 francs. The increase since 1843 equals 168.49 per cent. The teachers receiving about 1,000 francs per year in 1843 amounted to 4.99 per cent.; in 1853, to 9.89 per cent.; in 1872, to 72.28 per cent. The ladies in 1843 had 442 francs on the average; in 1860, as much as 702.20 francs, and in 1872 the amount of 1,162 francs. The increase since 1843 is 162.88 per cent. Two features in this are of interest: the rapid increase in the salaries of the primary teachers, and the substantial equality of the amounts received by both sexes.—The new school of Mosaic decoration at Sèvres, France, will first seek for pupils showing a taste for the art at the Deaf and Dumb Asylum.

EDUCATIONAL GIFTS AND LEGACIES.

SIX weeks ago a wealthy New York lady promised to Union College, New York, \$3,000 annually to collect art models, and to establish an art department in the college.

THE Agassiz Memorial Fund has been handed over to the president and fellows of Harvard College, and President Eliot has stated in his letter of acknowledgment that the continuous growth of the museum is now assured.

THE meetings of the Alumni Associations of Union College New York, are to be revived. It is proposed to raise an endowment fund of \$100,000 to create professorships in the names of Professors Jackson, Lewis, and Foster, who are about retiring after long and faithful service.

MR. JAMES LICK, of San Francisco, whose remarkable will, making donations for public objects, has created such great interest, has definitely determined upon the renunciation of his original programme. He has annulled his recorded will, and is about to discharge the board of trustees appointed to take charge of his funds. He has concluded that his life is nowhere near its end, and promises his hitherto dissatisfied relatives that he will not forget them again.

MR. THACHER MAGOUN, the New England ship-owner, has presented the town of Medford, Mass., the large estate of his late father, Thacher Magoun, Sen., including a mansion-house and grounds, for a public library; also \$1,000 in cash, to be used in fitting up the building for the appointed purpose.

GIRARD COLLEGE, in Philadelphia, built exclusively for orphans, at a cost of \$2,000,000, is one of the wealthiest institutions in the country. The maintenance, up to the present year, has cost over two and a half millions. The college opened with one hundred orphans, and now it has five hundred and fifty, the limit of the capacity of the present buildings. The income for 1874 of the Girard estate was over \$600,000, the expenses about \$220,000, and the cost of the college about \$180,000.

EDUCATIONAL PERSONALS AND CHANGES.

PROFESSOR W. H. H. PHILLIPS, of Wilbraham, Massachusetts Academy, and author of Phillips' Geometry, has been tendered the presidency of Albert College, Bellville, Canada.—Rev. E. H. Capen, of Providence, R. I., has been unanimously chosen President of Tuft's College. He graduated from that college in 1860, studied and practised law, and afterward entered the Universalist ministry.—Hon. A. N. Fisher, whose term as State Superintendent of Instruction in Nevada expired in January, has crossed the ocean for an extended tour through Europe and Asia.—At the recent dinner of the Harvard graduates in Chicago, Robert F. Lincoln, a member of the class of 1864 and son of President Lincoln, responded to the toast "College Days." He spoke of some peculiarities of his father, President Lincoln, showing his devotion to the affairs of State to the exclusion of all matters pertaining to his own family and particularly his son's education.—Mr. William Francis Hillebrand, once a member of Cornell University, recently received from the University of Heidelberg the highest degree conferrable at graduation.—Prof. John D. Parker has tendered his resignation of the superintendency of the Kansas Institution for the Blind, to take effect at the close of the present school year.—Ex-President Hopkins, of Williams College, has begun a course of six lectures before the students of Yale Theological School.—A son of a former governor of Iceland, named Bjornson is a teacher in a public school in Michigan.—P. Henry Case, a graduate of Brown University, has been chosen to a professorship in Santa Barbara College, California.—The new Constitution of Arkansas when ratified last Fall, abolished the office of State Superintendent of Education. J. C. Corbin, colored, was filling the position at the time, having been elected in 1872 for four years. He writes us that since then he has been teaching in the Lincoln Institute, at Jefferson City, Missouri.—Prof. Potter, of Illinois Wesleyan University, has accepted the professorship of Mathematics in the North Missouri Normal School.

COLLEGE INTELLIGENCE.

THE Graduates of Rutgers College, New Jersey, residing in and about New York City, are taking the initiatory steps for organizing an alumni association.—Work on the Vanderbilt University, Tennessee, is being pushed rapidly forward, and the institution will be completed and put into full operation by next fall. The chemical apparatus recently purchased abroad for the University cost \$30,000.—The Yale navy has recently been the recipient of donations aggregating \$1,365, \$400 of which was given by members of the faculty.—Thirty-seven students of Hamilton College recently joined the church, and more are being converted. The average age of the junior class is eighteen years.—Engineering students are said to be rapidly entering Union College.—Twelve students at the Rensselaer Institute, Troy, agreed to go on the stage as the jury in a recent trial scene, the bargain being that during the rest of the play they were to be provided with two proscenium boxes free. When the time came for them to appear one student backed out, and the case was tried with eleven jurors.—The average number in the graduating classes of Williams (Mass.) College for eighty years, has been twenty-nine.—The two largest mixed colleges in the country are Oberlin and Michigan University. Of the 1,330 students at Oberlin, 633 are women; of the 1,191 at Michigan University, 100 are women.—Harvard graduated its first class in 1637, William and Mary in 1692, Yale in 1702, Princeton in 1748, University of Pennsylvania 1753, Columbia 1754, Brown University 1764, Dartmouth 1769, Rutgers 1770. Harvard has a living graduate of the last century in the person of Horace Binney, the Nestor of the Philadelphia Bar, who recently celebrated his ninety-fifth birthday. The oldest living graduate of Yale is Rev. Thomas Williams, of Providence, who is ninety-six years old, and a member of the class of 1800. He was formerly pastor of the Congregational Church at Foxboro, Mass., and for eleven years has been the only survivor of his class.—The Legislature of Maine has this year cut down the appropriation for the State College to \$10,000.—There are

thirty-eight agricultural colleges in the United States. There are 389 professors and assistants employed, and 3,917 students in attendance. Attention is given to the raising of thoroughbred stock in twenty-one of the colleges. In fifteen of these colleges the students are engaged a portion of their time in labor on the farm.—Prof. Waterhouse Hawkins has accepted an appointment to make a palæontological restoration for the Museum of Natural History at Princeton College.—A class of fifty has just been graduated by the medical department of the University of Pennsylvania. It was the 109th Annual Commencement of that department.—It is reported that Dartmouth's new plan of doing away with annual reviews and examinations, and making term examinations more rigid, gives thorough satisfaction to the students. They can now finish a study at any time, pass an examination on it, and so end it entirely.—Five members of the Senior Class, at Harvard, intend forming a party to travel on foot through Ireland, England, France, Switzerland, Germany, and Italy. A similar party is being made up at Wesleyan.—Forty-one students have just been graduated from the Medical Department of the University of Louisiana,

MISCELLANEA.

WE have made arrangements to supply, at Publishers' prices, any books noticed in the MONTHLY.

AMONG the students in Drew Theological Seminary at Madison, New Jersey, are Hindus, Bulgarians, Italians, French, Japanese, and the natives of many other lands. Twenty-three different languages are spoken in the institution.

NICARAGUA has a compulsory school-law requiring parents to send all their children between the ages of seven and fifteen to school, and prescribing a fine of forty-five cents for each infraction.

TAKE the three great States of Pennsylvania, Ohio, and Illinois, and we find that, of the persons who cannot read and write, one in ten is a pauper, while of the persons who can read and write, only *one in three hundred* is a pauper.

ELIHU BURRITT will soon publish a grammar of the Sanscrit language.

A YOUNG LADY of Cuzco, the old capital of the Incas, has applied for permission to study for the degree of Doctor of Laws, and the Peruvian Minister of Justice has replied that there is nothing to prevent her doing so.

IN 1661 the duties of Portsmouth schoolmasters were as follows: "To act as a court messenger, to serve summonses, to lead the choir on Sundays, to ring the bell for public worship, to dig the graves, to take charge of the school, and to perform other occasional duties."

A LITTLE girl braids the hair of one who sits in front of her, instead of studying, when the teacher remarks: "Home is the place for arranging hair, not here. What would you think to see me braiding my hair in school?" Presently, Susan's hand is raised, and the teacher, supposing she wishes to ask some question about the lesson, nods, when she hears the following: "Mary says your hair is false, and you wouldn't dare to do it here!"



NEW BOOKS, PERIODICALS, AND REPORTS.

How to Write Clearly. By Rev. Edwin A. Abbott, M. A., Head Master of the City of London School. Boston, Roberts Brothers, 1875.

Goethe's Herman and Dorothea. Edited with an Introduction, Commentary, etc., by James Morgan Hart. New York, G. P. Putnam's Sons, 1875.

The Life and Works of Pestalozzi. By Herman Krusi, A. M. New York, Wilson, Hinkle & Co.

Protection and Free Trade. An Inquiry whether Protective Duties can benefit the interests of a country in the aggregate, including an examination into the nature of value and the agency of the natural forces in producing it. By Isaac Butts. New York, G. P. Putnam's Sons, 1875.

The German Language, as a Regular Branch of Public Instruction. New York, E. Steiger, 1875.

The Last Journals of David Livingstone in Central Africa, from 1865 to his Death, continued by a Narrative of his Last Moments and Sufferings, obtained from his faithful servants Chuma and Susi. By Horace Waller, F. R. G. S., Rector of Twywell, Northampton, with Portrait, Maps, and Illustrations. New York, Harper & Brothers, 1875.

Politics For Young Americans, by Charles Nordhoff, author of the Communistic Societies of the United States, etc. New York, Harper & Brothers, Publishers, Franklin Square, 1875.

Vaticanism—An Answer to Reproofs and Replies. By the Right Hon. W. E. Gladstone, M. P. New York, Harper & Brothers, 1875.

The Vatican Decrees in their Bearing on Civil Allegiance; a Political Expostulation. By Hon. W. E. Gladstone, M. P. To which are added a History of the Vatican Council, together with the Latin and English text of the Papal Syllabus and the Vatican Decrees, by the Rev. Philip Schaff, D. D., from his forthcoming "History of the Creeds of Christendom." New York, Harper & Brothers, 1875.

God's Word Through Preaching. The Lyman Beecher Lectures before the Theological Department of Yale College. By John Hall, D. D. New York, Dodd & Mead.

Report by the Curators of the University of Missouri to the Governor, containing Catalogue, Announcements, and other Matter pertaining to the University.

Sixth Annual Catalogue of Whittier College, Iowa.

Annual Report of the Utica, N. Y., Public Schools, 1874.

Annual Report of the Superintendent of Public Instruction of Wisconsin.

Eighth Annual Catalogue of De Pau College for Young Ladies, New Albany, Indiana.

Proceedings of the Twelfth Annual Session of Schuylkill County Teachers' Institute, 1875.

Catalogue of Davidson College, 1873-74.

Catalogue of Wake Forest College, N. C., for 1873-74.

Catalogue of the Officers and Students in Yale College, 1874-75.

Report of the Curators of the University of Missouri, for year ending June, 1874.

Annual Report of the School Committee and Superintendent of Public Schools of Northampton, Mass., for the year 1874-75.

Catalogue of the Morgan School, Clinton, Conn., 1874-75.

Report of the State Superintendent of Public Education in Louisiana, Wm. G. Brown, for 1874.

Report of the Superintendent of Public Instruction of the State of New York, Neil Gilmour, for 1874.

Report of the Superintendent of Schools of Burlington, Vt., H. L. Dodge, for 1874.

Report of the General Agent of the Massachusetts Board of Education, Abner J. Phipps, for 1874.

Report of Education in New Mexico for 1874. By Hon. W. G. Ritch, Secretary of the Territory.

Report of the School Committee of Worcester, Mass., for 1874.

Report of the Superintendent of Public Instruction of Wisconsin, Edward Searing, for 1874.

The American Naturalist for March.

Report of the State Superintendent of Free Schools of West Virginia, B. W. Byrne, for 1873 and '74.

Catalogue of Cornell College, 1873-74. Instructors, 18; Pupils, 459.

- The Cornell University Register and Catalogue, 1874-75. Second Edition.
 The Naturalist Advertiser and Historical Bulletin, 1875.
 Eighteenth Annual Report of the Board of Education of Newark, N. J., 1874.
 Catalogue of Lafayette College, Easton, Pa., 1875. Rev. William C. Cattell, D. D., President. Whole number of Faculty, 27; whole number of Students, 319.
 Acts of the Board of Education of Alabama, Session commencing November 16, 1874.
 Report of Joseph H. Speed, Superintendent of Public Instruction in Alabama for the year ending Oct. 1st, 1874.
 Sixth Annual Report of the Superintendent of Education in South Carolina, 1874.
 Report of the Board of Education of the State of Connecticut, together with the Annual Report of the Secretary for 1874.
 Annual Report of the State Geologist of New Jersey for 1874.
 Catalogue of Olivet College, Mich., 1874.
 Annual Reports of the New Jersey State Geologist, New Jersey State Board of Agriculture, and Rutgers Scientific School.
 Report of the Superintendent of Public Instruction in Minnesota, 1874.
 Report of the Superintendent of Public Instruction of Texas, 1874.
 Second Biennial Report of the Superintendent of Public Instruction in Colorado, 1874.

PUBLISHERS' DEPARTMENT.

One of our most competent grammarians is preparing a text-book for schools, which is destined to make a sensation. It will be ready for the autumn session.

Wilson, Hinkle & Co. (Cincinnati and New York), have just published *Harvey's Graded-School Readers* and *Primary Speller*, by Thos. W. Harvey, A.M., author of "Elementary and Practical Grammar of the English Language." The Graded-School Readers are complete in five books, embodying the most approved methods of teaching reading, printed on fine paper, handsomely and substantially bound, and illustrated by the most celebrated artists in the country. See the publishers' advertisement.

The *London Christian Age* says of T. De Witt Talmage's sermons: "We believe that for originality, power and splendor, his sermons will bear comparison with the greatest pulpit productions of any age or country. But for the knowledge of human life, and the adaptation of divine truth to the whole being of man—intellectual, emotional, moral, prac-

tical—and for the power of applying that truth, we know not his equal." Mr. Talmage's sermons and articles are furnished only to *The Christian at Work*, of which he has recently become editor. Sample copies free. Office 102 Chambers St., N. Y. See advertisement.

Rival Collection, by Martin Larkin, continues to meet with a large sale. It contains the best selections extant of prose and poetry for school and home recitation.

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